

UNIVERSITY PRESIDENTS' COUNCIL

of

BRITISH COLUMBIA

ANNUAL REPORT

for the year ending

March 31, 1993

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I. INTRODUCTION

A. Secretary's Report

This is the second annual report that I have made to the council. It provides an overview of the structure and function of the council and of the post-secondary system with emphasis on the universities.

The purpose of this report is to gather in one document information on the university system in a form that is suitable to the individual who wants an overview. The University Data Base and each university Fact Book provide more detailed information on the universities. Enrolments at and grants to the University of Northern British Columbia are now reported where they are available.

I have included a compilation of tables, charts and figures to provide a statistical view of the system. I have also addressed certain sections this year in more depth and provided data trends. I would appreciate comments as to the usefulness of the data and notes on any errors or omissions that I have made.

Yours sincerely

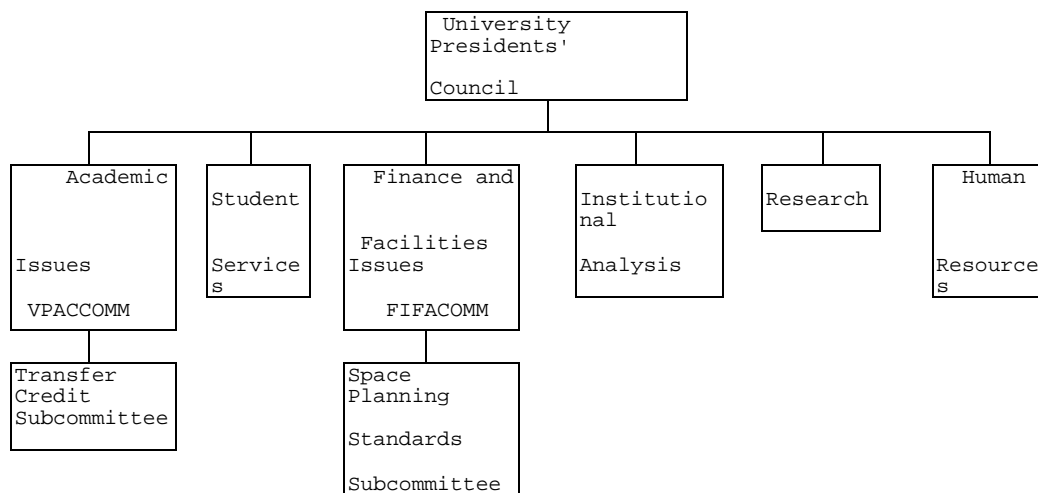
Dean S. Goard
Secretary to Council
July 14, 1993

B. Purpose and Membership of Council and Committees

The council was created by the university presidents in 1987 to provide a forum to address issues of system-wide interest. The council has no legal status. It is composed of the Presidents of the four public universities and their Academic and Financial Vice-Presidents and is supported by the Secretary. The council meets on a rotating basis at each of the established universities and the Chairmanship of the Council is assigned to the President of the university at which the meeting is being held. The council meets about six times a year.

The continuing committees of council are illustrated in Figure 1 below.

FIGURE 1



B.1 Vice-Presidents(Academic) Committee(VPACCOMM)

The committee meets at least three times a year and coordinates the development of academic matters. Once a year the Principal of the Open University and the Academic Vice-Presidents of the university colleges and B.C.I.T. join the committee to address common issues. The committee established and oversees the New Program Approval Policy and reviews the work of the Transfer Credit Sub-committee. TABLE 1 lists the new programs reviewed by the committee in 1992.

B.1.a Transfer Credit Subcommittee

The subcommittee established the policies and procedures for assessing requests for transfer credit status from private post-secondary institutions in the province. The committee is composed of the Registrar and an academic from the established universities and the Open University. The subcommittee meets as required at the call of the Secretary. In the past year the subcommittee examined the operations of Columbia College and Coquitlam College. Both institutions received Stage I approvals which means that they can negotiate course by course transfer credit with the universities and be listed in the provincial transfer guide.

B.2 Facilities Committee

The Facilities Committee was established to address on a system-wide basis issues related to the major and minor capital projects. The committee is composed of the Vice-Presidents responsible for Facilities, their Directors of Campus Planning or equivalent and the Director and Manager of Facilities from the Ministry of Advanced Education, Training and Technology(Ministry). The committee meets three times a year and more often if required for special issues.

B.2.a Space Planning Standards Subcommittee

This committee is a subcommittee of the Facilities committee and its purpose is to examine the issues related to space planning standards and the development and use of common definitions.

B.3 Student Services Committee

The Student Services Committee provides a forum for discussions of mutual interest on topics related to Student Services and provincial student assistance programs. The committee is composed of the senior official at each university responsible for Student Services, those at the Director level and the senior official in the Ministry responsible for Student Services and the Director of the Student Assistance Program. This committee meets three times a year.

B.4 Institutional Analysts Committee

The Institutional Analysts Committee is responsible for the issues relating to the common data base and developing a common response to requests for system data. The membership of the committee is composed of the Directors of Institutional Analysis at each of the universities, their appropriate support staff and the Manager of Funding and Analysis and his appropriate support staff from the Ministry. This committee meets formally twice a year.

B.5 Human Resources Committee

As a result of a meeting with the Korbin Commission, it was decided to formalize the meetings of the senior university officials responsible for Human Resources as a standing committee of the council. It was agreed that this committee should meet three times a year.

B.6 Research Committee

It was also determined that the senior administrators at the universities charged with the responsibility for research should also have their meetings formalized as a committee of the council. They will meet at least three times a year.

A number of ad-hoc committees have been struck to address issues as they have arisen. They include:

B.7 Equity Committee

The Equity Committee was established with the Ministry to examine the equity of the provincial grant to the universities. It was composed of the Vice-Presidents of Finance at the universities, the Secretary to Council and the Assistant Deputy Minister, Director of Universities, and Manager of Budget and Planning from the Ministry. In September 1992, the consultant, Dr. Stefan Dupre reported out to the government and the universities in the report entitled: *University Financing in British Columbia: An Equity Study of Provincial Operating Grants*.

He found that for the most part that the grants to the universities could be considered equitable but identified a number of issues that the Ministry and the universities should address: They included:

- that the trimester operation at SFU should be examined by the university and the Ministry to determine the extent of the added costs of the trimester;
- that there should be an upward adjustment of the grant to UBC by \$1M to recognize an earlier inequitable treatment with respect to the costs of maintenance of teaching hospital space;
- that there should be bilateral negotiations between the Ministry and UBC to determine the extent of and address the inequity created by the partial adoption of the Ontario Funding Formula but without comparable funding of the costs associated with Treatment and Rehabilitation services as provided for in Ontario;
- that funding for UNBC be categorized as start-up funding and then differential funding which separately recognizes costs associated with services "in the North" as compared to services "for the North";
- that the Ministry consider the benefits of establishing a funding Envelope Framework with envelopes for SFU Trimester, UBC Treatment and Rehabilitation, UNBC, Enrolment Growth, New Space Costs, Research Overhead, Miscellaneous Grants and Base Funding;
- that annual independent audits of the student enrolments be conducted; and
- that the Ministry Annual Report be written in such a way as to highlight the envelopes as a means of improving accountability.

The Ministry and the universities are currently examining the recommendations.

B.8 Common Application Centre Committee.

The ad-hoc committee established by the council in 1991 to examine the feasibility of a Common Application Centre for the universities has been supplanted by a ministry-led committee which has expanded the proposed Common Application Centre to include the colleges as well as the universities. An Implementation Plan has been prepared and work

continues to create an independent self-financing Common Application Centre. The target date for implementation is for the students who will enroll in September 1995.

C. Joint Submission - Annual Grant Request

One of the major functions of the council is to develop an annual joint grant request for the Ministry. This work is coordinated by the Secretary and the request is submitted by August 15 each year. The submission establishes system-wide priorities and common data definitions. This submission may be augmented by each university for specific purpose funding for major new programs. The submission is not a public document.

D. Liaison Activities

The council and the College Chief Executive Officers maintain communication and meet as and when required to address common issues. The Secretary attends the annual meeting of the Advanced Education Council of B.C. and other events sponsored by that body to facilitate an open dialogue with them. As well, in the past year, the Secretary visited the University College of the Cariboo and Okanagan University College.

The council was represented on the B.C. Human Resource Development Project Steering Committee, the Open University and Open College Planning Councils, the Ministry of Education Information Advisory Committee and the Link File Working Group.

E. The University Data Base(TUDBASE)

The council maintains a data base which provides a set of common definitions and reporting schedule. Many of the data elements were used to develop the tables in this report. The data base is updated annually and copies are provided to the Ministry and each of the universities. The data set begins with 1984/85 and provides descriptions of the university activities and allow comparisons among the universities. A protocol has been established with the Ministry and applied to others who wish to obtain system-wide information that they direct their enquiries through the Secretary to Council.

A list of the TUDBASE tables is included as APPENDIX A.

II. The Public Post-secondary System: A Brief Description

The public post-secondary system in British Columbia is a comprehensive, cooperative and differentiated system. It is composed of the three established universities(UBC, SFU, UVic); the newly established university to serve the northern part of the province(UNBC); the Open Learning Agency with its Open University and College components augmented by the Knowledge Network; fifteen community colleges, four of which have been recently given the approval to offer programs leading to baccalaureate

degrees in cooperation with the universities; and four specialized institutes(BCIT, Pacific Marine Training Institute, Emily Carr College of Art and Design and the Justice Institute).

The universities and colleges have established a transfer credit relationship for academic courses, a listing of which is published annually by the B.C. Council on Admissions and Transfer.

The universities have established the University Presidents' Council as the coordinating body for its discussions while the colleges and institutes have established the Advanced Education Council of British Columbia.

III. The University System: A Statistical Overview

A. Enrolment

British Columbia universities continue to enroll one of the lowest proportion of students per population when compared to the rest of Canada. This remains so even after the enrolment growth program initiated in 1988/89. This lack of progress is a consequence of the population growth in this province over the same period.

In the Fall of 1992, the universities enrolled 63,323 students. This represented an increase of less than 1% over the previous year. Undergraduate enrolments remained almost the same while graduates increased by 7.0%. As in previous years more than two students in three were enrolled on a full-time basis(68.2%) with undergraduates(64.9%) less likely than graduates(87.1%) to be full-time.

In the fiscal year 1992/93, the universities enrolled 52,325 full-time equivalent students(FTE). This represented an increase of 1.2% over the previous year. These FTE converted into 106,553 Weighted FTE(WFTE) which was an increase of 3.9%. These different increases occur because graduate enrolments, which carry higher weights, increased by 11.4% while undergraduate enrolments remained constant.

There was more than sufficient student demand to increase undergraduate enrolments but financial constraints saw the universities put quotas on almost all undergraduate enrolments and for each of the groups of applicants(direct entry from high school, college transfer, transfers from other universities, mature students and others).

Enrolment Trends

An examination of FTE enrolment trends by level and degree program since 1984/85 shows the following changes:

FIGURE 2**ENROLMENT CHANGE BY PROGRAM AND BY LEVEL**

	84/85	92/93	% Change
Undergraduate ⁽¹⁾			
General Programs	27,029	32,921	21.8%
Professional Programs	8,488	9,061	6.7%
Health Sciences Programs	2,168	2,651	22.3%
All Programs	37,685	44,633	18.4%
Graduate			
General Programs	3,958	5,588	41.2%
Professional Programs	938	1,658	76.8%
Health Sciences Programs	223	446	100.0%
All Programs	5,119	7,692	50.3%
Degree Level			
Baccalaureate	37,686	44,633	18.4%
Masters	3,804	4,929	29.6%
Doctoral	1,315	2,762	110.0%
All Levels	42,804	52,325	22.2%

(1) For comparison purposes some adjustments were required to the classification of the SFU Arts Programs between General and Professional in 1984/85.

Within these categories some interesting changes have taken place. In the undergraduate General programs in the large faculties of Arts and Science, there has been no growth in the enrolments in Years 1 & 2 (-1%, +1% respectively for Arts and Sciences) and substantial growth in the Upper Years(+67% and +32% respectively). This change in enrolment growth is an outcome of the larger number of students who are continuing their studies and the increased transfers from the colleges.

There has been a decrease(-50%) in Education Years 1 and 2 and a growth in Upper Years(34%). These differences are a result of the change in program in the Faculties of Education which now emphasizes the completion of a baccalaureate degree before entering the Faculty of Education. One would expect then that the students who previously would be enrolled in Years 1 and 2 would be found in Years 1 and 2 of Arts

and Science. If they are, then there has been a larger decrease in Years 1 and 2 in Arts and Science than was reported above. If the enrolments for the three faculties and those who have not yet declared their Program of Studies are combined and compared over the period in question, the rates of change for Years 1 and 2 and Upper Years are shown below:

FIGURE 3

**CHANGES IN FTE ENROLMENTS BY LEVEL FOR ARTS, SCIENCE,
EDUCATION AND UNDECLARED STUDENTS**

	84/85	92/93	Change
Years 1&2 Enrolments	12,032	11,771	-2.2%
Upper Years Enrolments	12,052	17,551	45.6%

This trend to increased enrolments in the senior years of undergraduate programs has a cost impact. As the average class size decreases with year level, the costs of instruction rise with year level.

Other changes in the General Programs, include modest growth in Fine Arts(6.7%), Family and Nutritional Sciences(4.6%) and larger growth rates in Physical Education & Recreation(15.6%), Music(23.1%) and Social Work(30.3%).

In the undergraduate Professional Programs, there has been little change in Agriculture(1.4%), Commerce(0.5%) and Law(-4.6%). On the other hand, Engineering enrolments have grown(14%) thanks to the new program at UVic and Forestry has declined(19%).

In the Health Science Programs, Dentistry(-2%) and Medicine(-6.1%) are down, while Nursing(32%), Pharmacy(31%), Rehabilitation Medicine(85%) and Medical Interns(36%) are up substantially.

In the Graduate General Programs the M.A. and M.Sc. enrolments are up 22% and 27% respectively while the Ph.D enrolments are up by 92%. In the Professional programs the increases are almost twice as large in each case(44%, 50% and 182%). In the Health Sciences programs, there are almost no M.A. students and the increases in the M.Sc.(67%) and Ph.D.(183%) programs are similar to those reported in the Professional programs.

Statistics Canada reports that the growth between 1984/85 and 1990/91 in full-time university enrolment in B.C. as compared to Canada has been lower at the undergraduate level(11.8% compared to 15.9%), higher at the masters level(38.5% compared to 9.9%) and higher at the doctoral level(67.5% compared to 42.3%). It must be noted that the

largest growth in undergraduate enrolments in B.C. has been at the community colleges during the period and these enrolments are not reported in the Statistics Canada reports. Even with these higher growth rates B.C. still lags behind the Canadian average.

See Tables 3.1 and 3.2 in PART IV of this report for detailed 1991/92 and 1992/93 enrolment information.

Increased Female Participation

In Canadian universities, there are slightly more women enrolled than men and the proportion of women has been increasing over the past decade. This is especially true of part-time students. Some 56% of the B.C. undergraduate enrolments in 1992/93 were women. This combined percentage was made up of full-time(53%) and part-time(61%). The comparable figures for graduate students were combined(46%), full-time(44%) and part-time(60%). Since 1984/85 the percentage of women students has increased in all categories but especially so in graduate part-time studies.

International Students

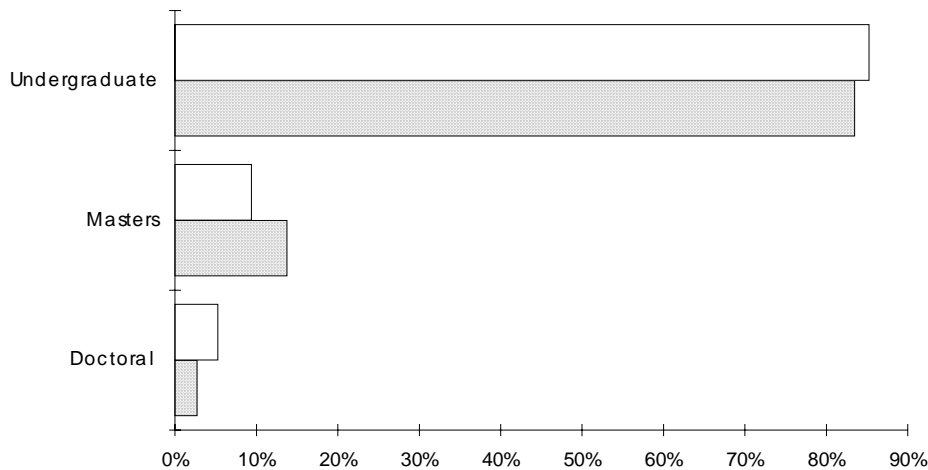
The B.C. universities attracted students from 93 different countries in 1992/93. At the undergraduate level some 3.4% of the students were classified as International while at the graduate level this figure rises to 19.4%. These numbers are slightly higher than those reported for the rest of Canada. The three major source countries for undergraduates are countries of the Pacific Rim; Hong Kong, Singapore and Japan. At the graduate level, three different countries are the major source of students: China, United States and the United Kingdom.

B. Degrees Awarded

As we enroll fewer students per capita than the rest of Canada, it is no surprise that our universities award fewer degrees per population than the Canadian average. Figure 4 shows that the distribution of degrees by level is still dominated by baccalaureate level degrees and that there is a strong match between enrolments and degrees.

FIGURE 4

PERCENT OF TOTAL DEGREES AND ENROLMENTS BY LEVEL - 1991



There have been increases in the number of degrees awarded over time from 1984/85 to 1991/92, which is the most recent year for which data are available. Baccalaureate and First Professional degrees have increased by 41%, Masters degrees by 14.9% and Doctoral degrees by 59.5%. Almost one-third of the increase in baccalaureate degrees occurred in Education(105%). This probably is a consequence of the change in the program to a post-baccalaureate model and to enrolment increases. Programs that showed smaller increases were Commerce(10.7%) and Fine Arts(11.7%). Applied Science(5.4%) was the only program that decreased.

At the Masters level there was more variation around the mean of 14.9%. Those programs that decreased were Social Professions(-20.9%), Fine Arts(-32.8%) and Education (-2.8%). Those programs showing the largest increases were Health Sciences(184.2%) and Applied Sciences(43.3%).

At the Doctoral level there was growth in every program area but because the numbers of degrees awarded can be quite small, percentage increases can be misleading.

C. Faculty and Staff

Faculty Numbers and Student Faculty Ratios

In 1984/85, the universities reported that there were some 3,132 FTE faculty. By 1991/92, the number had increased to 3,347 which is a 6.9% increase. As noted earlier enrolments over that period had grown more rapidly. The effect of these different rates is that the ratio of equivalent enrolments taught(EET) per FTE faculty has risen from 14.4:1 to 15.9:1. This represents an increase of 10.4%. EETs are a measure of student enrolment by faculty rather than by program and are not the same as FTEs. However like FTEs they do not recognize the increased growth in higher level undergraduate, masters and doctoral enrolments. WFTEs do recognize these costs and the WFTE per FTE faculty over the same period has increased from 26.3:1 to 30.6:1 which represents an increase of 16.7%.

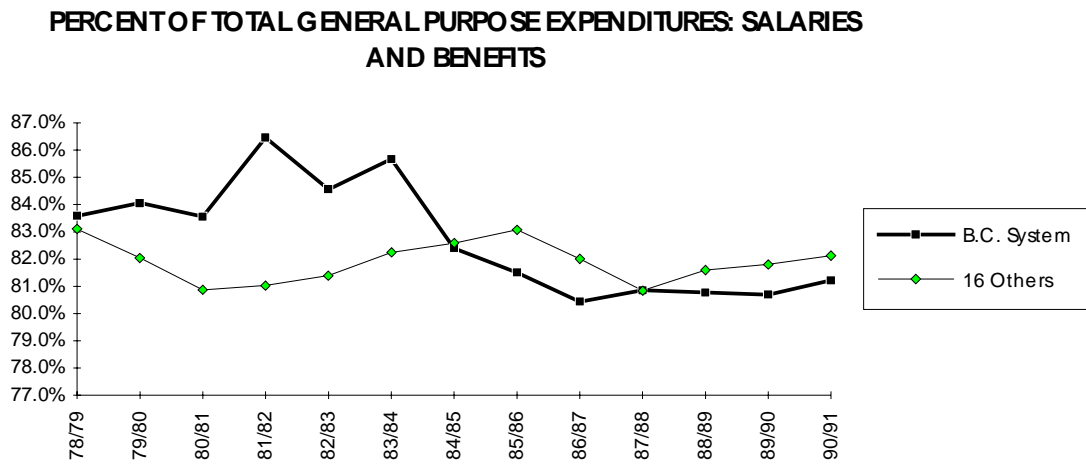
Expenditures on Salaries

Making comparisons with other jurisdictions and over time using the number of faculty and staff is a difficult task as a consequence of the different funding sources, the use of temporary employees and the use of contractual services. As each university has developed different approaches to best meet their individual needs, one can only examine the topic by looking at the percentage that the expenditures on salaries and benefits represent of total General Purpose Expenditures.

The "Other 16" group of universities used for comparison purposes are the remaining sixteen largest universities excluding those in Quebec and Newfoundland. This group of universities was selected for salary comparisons based upon availability of data and the estimation that they are the peer group against which comparisons should be made.

In 1981/82, with inflation running rampant, an arbitrated salary settlement at UBC inflated the traditional proportion of the university expenditures that went to academic ranks. The effects of this decision spilled over to the other universities and to the other salary settlements within the universities. Figure 5-A below shows the percentage of the total General Purpose Expenditures that have been awarded to salaries and benefits.

FIGURE 5-A



There are a number of ways of examining these salary expenditures. Figure 5-B shows the expenditure pattern for instructional staff; Figure 5-C Other Staff and Figure 5-D Benefits.

FIGURE 5-B

PERCENT OF TOTAL GENERAL EXPENDITURES: SALARIES - INSTRUCTION

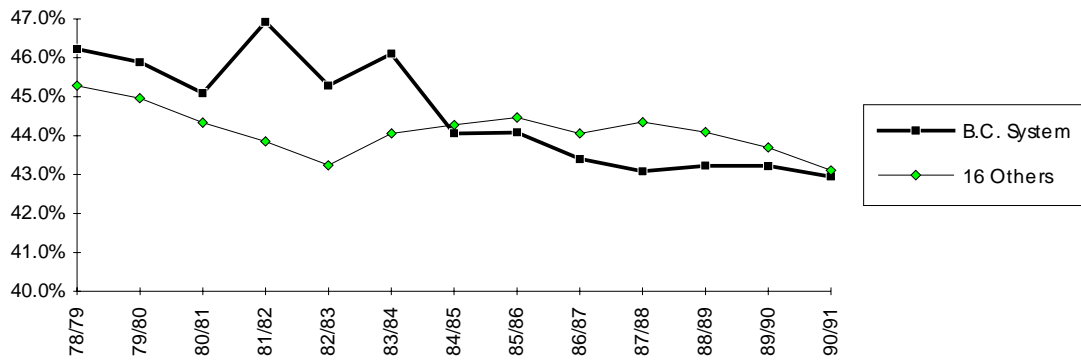


FIGURE 5-C

**PERCENT OF TOTAL GENERAL PURPOSE INSTRUCTION: SALARIES-
OTHER STAFF**

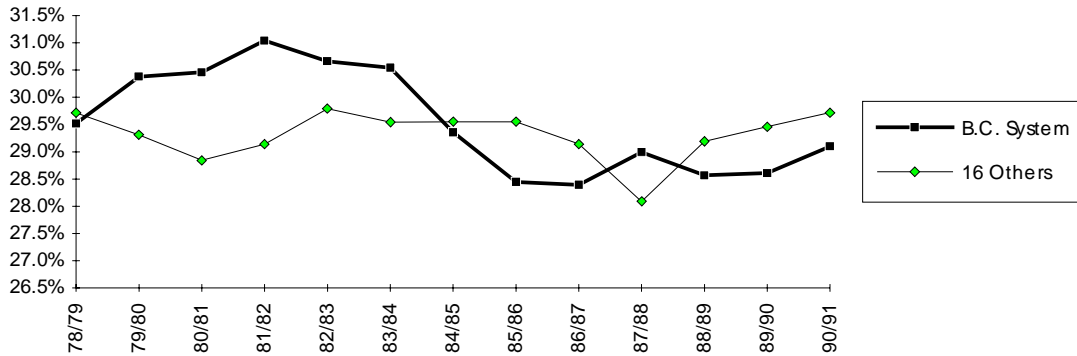
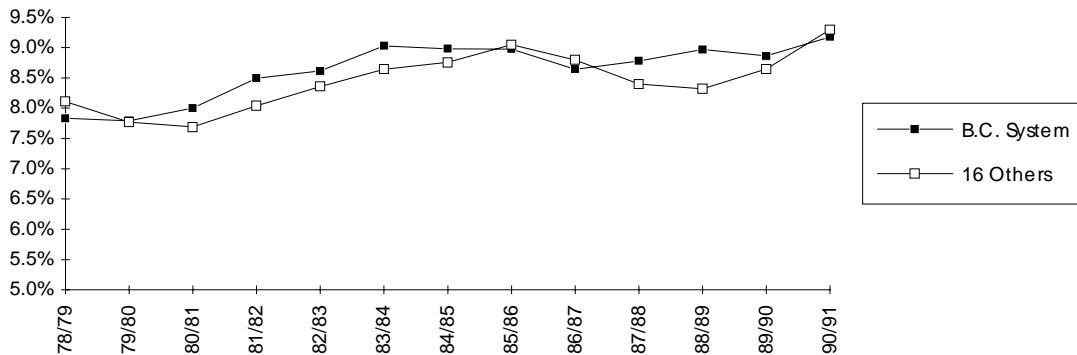


FIGURE 5-D

**PERCENT OF TOTAL GENERAL PURPOSE EXPENDITURES: BENEFITS-
ALL EMPLOYEES**



As you will see universities are salary intensive organizations and the expenditure patterns at our universities are similar to those of the comparison group. In 1991/92 the most recent year for which there are data for the B.C. universities, the distribution of the General Purpose Expenditures for salaries and benefits is shown below.

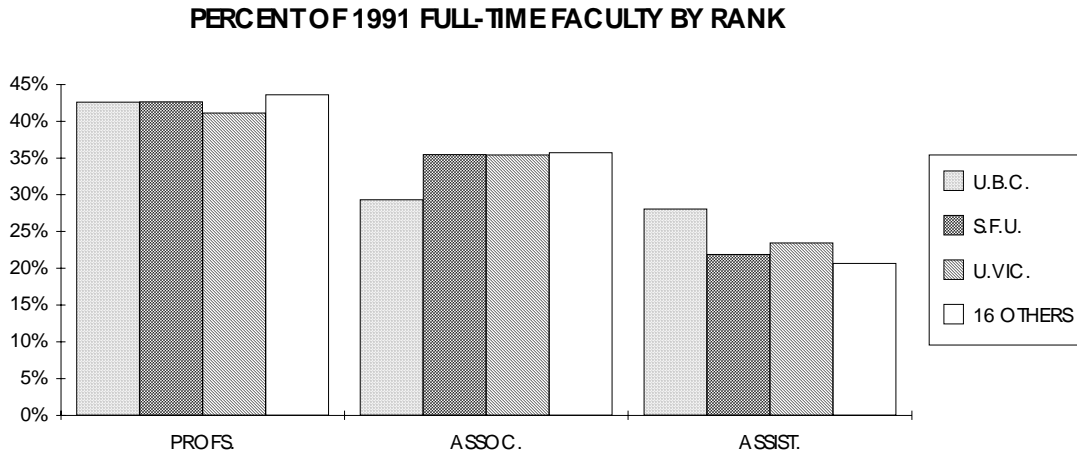
FIGURE 6

91/92 General Purpose Expenditures	% of Total Gen. Purp. Exp.
Academic Ranks	38.5%
Other Instruction and Research	4.5%
Total Instruction	43.0%
Other Salaries & Wages	28.9%
Fringe Benefits	9.9%
Total Salaries & Benefits	81.9%

Faculty Distribution by Rank

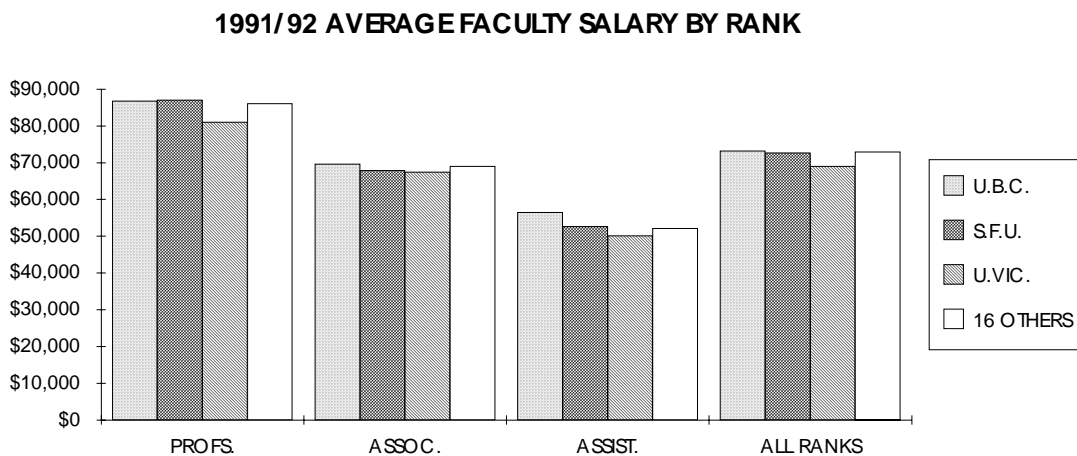
The universities report to Statistics Canada the number of full-time faculty and their salaries. these data are not annualized but are the only data available for comparison purposes. The distribution of full-time faculty by rank is shown below:

FIGURE 7



The average faculty salaries for full-time faculty, excluding Medical and Dental faculty, as reported to Statistics Canada are shown below. The salaries are relatively comparable across the universities and across the ranks.

FIGURE 8



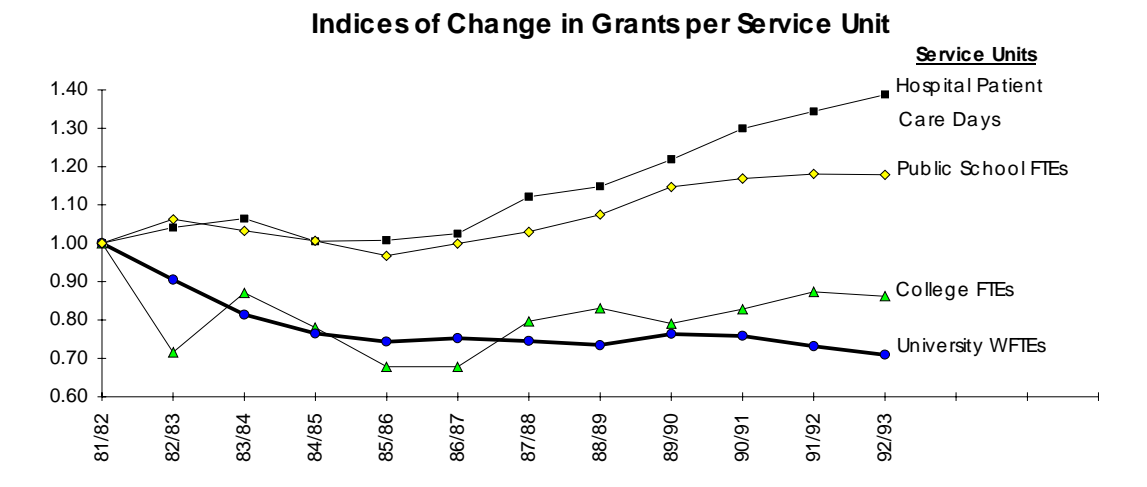
D. Grants

The provincial grants to the universities are either general purpose or designated. The former represent the largest portion of the grants. The 1992/93 general purpose grants increased by 2.0% in partial recognition of cost increases associated with inflation. The 1991/92 base was adjusted downwards by \$3.1M in funding for replacement equipment.

The government endorsed a tuition freeze and supplied a one-year replacement grant equaling 2% of the total tuition revenues collected for credit courses. Additional designated funding was provided for Pay Equity, Harbour Centre, Partnership Costs associated with the development of new degree programs at the university colleges and funds for enrolment growth. For additional information on these grants see TABLES 5 and 12.

As shown in Figure 9, the provincial grants, in constant dollars, to the universities have not kept up to inflation or to the increases in enrolments or to the grants per service unit to the schools or the hospitals.

FIGURE 9



These trends are most disturbing. It appears that the neither the schools nor the hospitals have been able to contain costs as well as the universities and colleges and that government has supported these costs at the expense of the post-secondary system. Investing in the education systems is investing in a country's infrastructure. A country that fails to do so limits its ability to compete and the future quality of life for its citizens.

E. External Reviews

Each of the three established universities has a policy on external reviews of the programs, departments, faculties and other units. The purpose of the reviews is to provide a peer-based external assessment of the unit's strengths and weaknesses. This information is to be used by the unit to improve its performance. While the specific procedures for and frequency of these reviews vary according to the situation, most of the units will be assessed on a seven year cycle. In some cases, the external accreditation of professional programs can be used as an alternative review process. In all cases the processes are directed by the Vice-President, Academic and follow Senate guidelines.

Over the past three years, 105 reviews or accreditations were conducted at the three universities. Figure 10 below shows the distribution of these reviews.

FIGURE 10

NUMBER OF EXTERNAL REVIEWS OF PROGRAMS AND UNITS

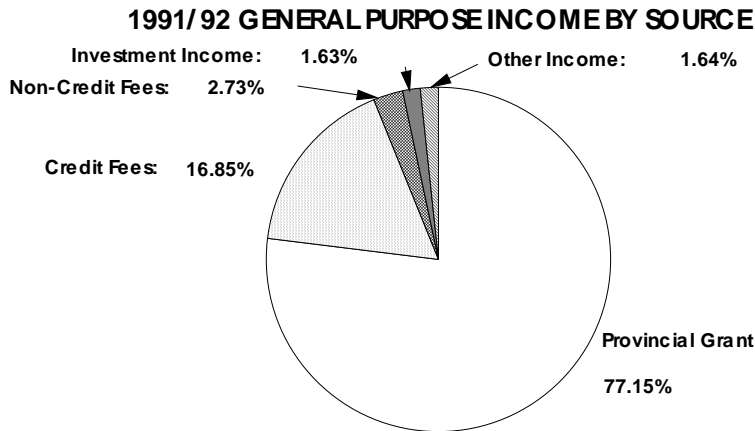
	1990/91	1991/92	1992/93	TOTAL
U.B.C.	13	36	22	71
S.F.U.	7	5	4	16
U.VIC.	5	8	5	18
	-----	-----	-----	-----
TOTAL	25	49	31	105

F. Income and Expenditures

Income

The universities have established five separate funds to administer their financial matters. The system income for all funds totaled about one billion dollars in 1991/92. Of this amount about \$598 million or 60% was General Purpose income. Figure 11 shows the sources of income in the General Purpose Fund.

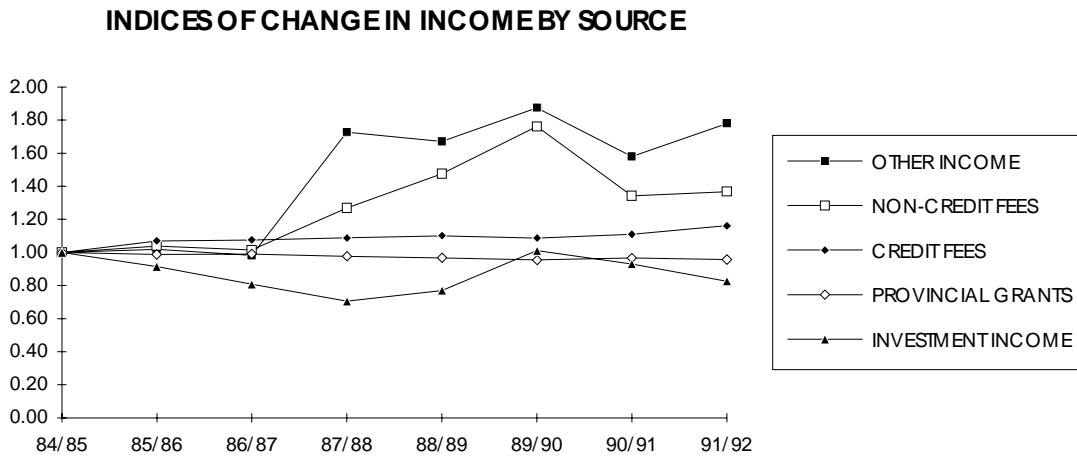
FIGURE 11



TABLES 13 and 15 at the end of this report provide additional information on university income.

Figure 12 below shows indices of the changes in the proportion of the General Purpose Income by source since 1984/85. As can be seen, there has been quite a dramatic difference in the relative change in the proportion of these funds by source. Fees and Other Income have risen while Provincial Grants and Investment Income have fallen.

FIGURE 12



While these changes have meant that the students have had to pick up a higher proportion of their direct educational costs, government grants still cover approximately 80% of these costs.

Expenditures

Figure 13 below shows the distribution of the 1991/92 General Purpose expenditures by function. Instruction and Non-Sponsored Research expenditures account for slightly less than two out of every three dollars spent.

FIGURE 13

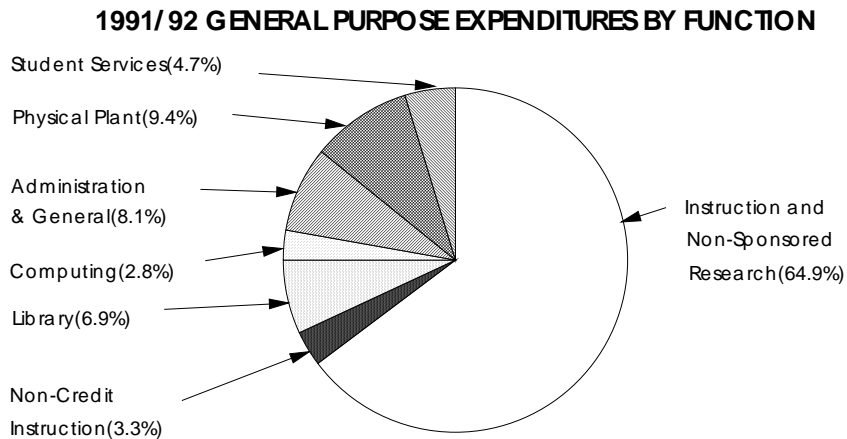
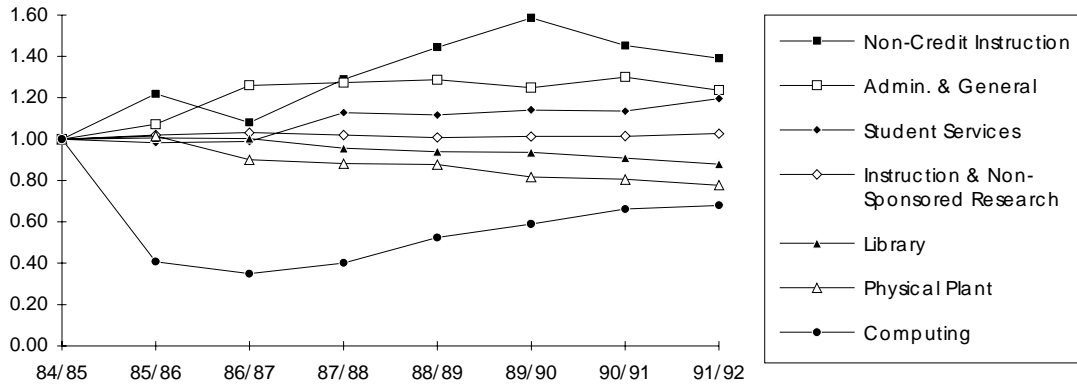


Figure 14 below shows the changes in the General Purpose Fund expenditure patterns since 1984/85.

FIGURE 14

INDICES OF CHANGE IN EXPENDITURES BY FUNCTION



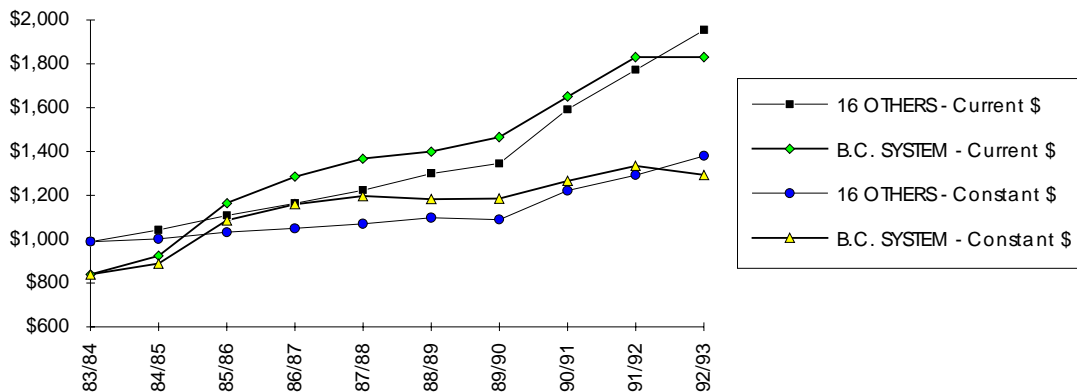
G. Student Fees

Student credit course fees have risen over the past 10 years to where they now represent 16.9% of the General Purpose income. On a current dollar basis since 1983/84, student fees for Arts have risen in the B.C. universities by 118% while in the "16 Other" universities they have risen by 98%. On a constant dollar basis the comparable increases are 54% and 40%.

The effect of the B.C. government directive that the universities "freeze" student fees for 1992/93 can be seen in Figure 15. Students, whose fees have for the past decade been higher than the comparable group found that their fees now are lower by \$124 or 6.5%.

FIGURE 15

STUDENT FEES FOR ARTS IN CURRENT AND CONSTANT DOLLARS



H. Research

Universities have evolved in response to our constantly changing and increasingly complex societies. Traditionally, universities have been funded primarily to educate undergraduates and to train professionals. While this remains the focus of much of the universities' efforts, the increasing importance of research to the advancement of the social, cultural and economic aspects of our society has changed our universities.

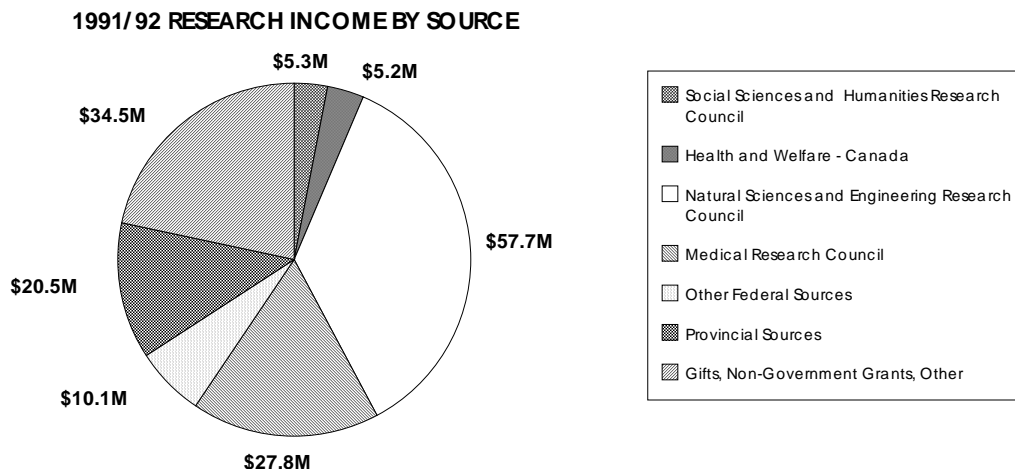
More than 60% of all the research in the province occurs at the universities. Most of the specialized facilities, including the libraries, and much of the highly sophisticated equipment that is required in research are housed on the campuses. But more than any of these, the universities employ the scholars and researchers whose ideas and skills are the basis of research.

Research conducted at the universities is categorized as either non-sponsored or sponsored. The former is funded through the General Purpose Fund of the universities and supports the individual faculty member's salary. Sponsored research can either be funded by contract, where the university's overhead costs are covered in the contract or won through competitive peer reviewed awards, where the overhead is provided out of the General Purpose Fund. The majority of the sponsored research falls under the awards category and the major source of income is the federal government through its national granting councils.

Research Income

In 1991/92 the universities' Research Income totaled \$161 Million. Of this amount, seven out of eight dollars came from sources other the Province. The university research efforts can be described as a major income generating industry for this province in its own light. These funds are used to hire highly skilled technicians, post-doctoral researchers, augment graduate fellowships and equip the highly specialized laboratories. Figure 16 shows the distribution of research income by source.

FIGURE 16



Patent Disclosures

The universities' discoveries, inventions and innovations augment their highly skilled graduates. Patent disclosures are one measure of the universities' activities in these areas. Patent disclosures are particularly important now that patent law provides protection to the first person to file rather than the first person to invent. The B.C. universities do very well in this area with UBC in the top 20 research universities of North America and the number one in Canada in terms of the number of disclosures received, patent applications filed and patents issued. The B.C. universities filed 204 patent disclosures in 1991/92.

Licensing Agreements

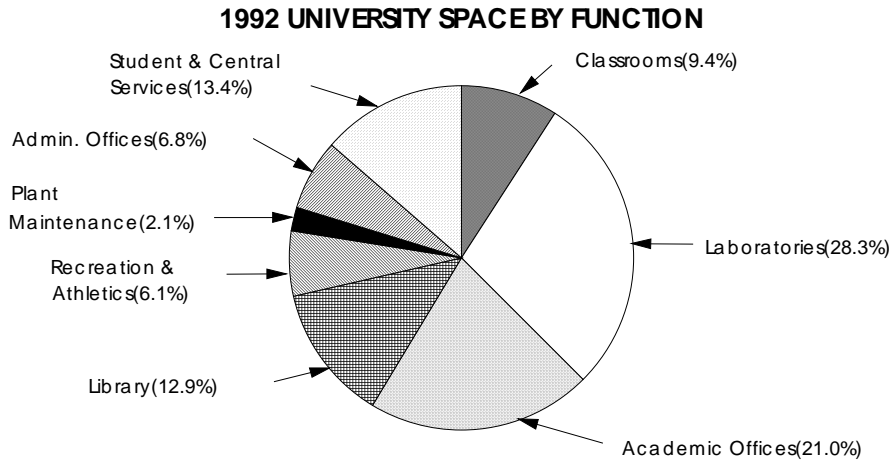
Licensing agreements of university developed technology with private companies is a major way to get ideas from the university into society. The other way is the development of spin-off companies. Licensing agreements are designed to produce royalty revenues or equity in the company. Most licensing agreements are preferentially directed to B.C. companies. Income to the universities from licensing agreements can take time to develop, up to ten years from the date of patent. The universities all have industrial liaison offices which actively support the transfer of ideas and inventions. The B.C. universities by 1991/92 had developed a cumulative total of 118 licensing agreements. These arrangements generated over one half million dollars in royalty income in 1991/92. This is a figure that is expected to grow as the increasing number of licensing agreements mature.

I. Facilities

The established university campuses have a building inventory totaled approximately 1,366,000 gross square metres and 815,00 net assignable square metres(NASM).

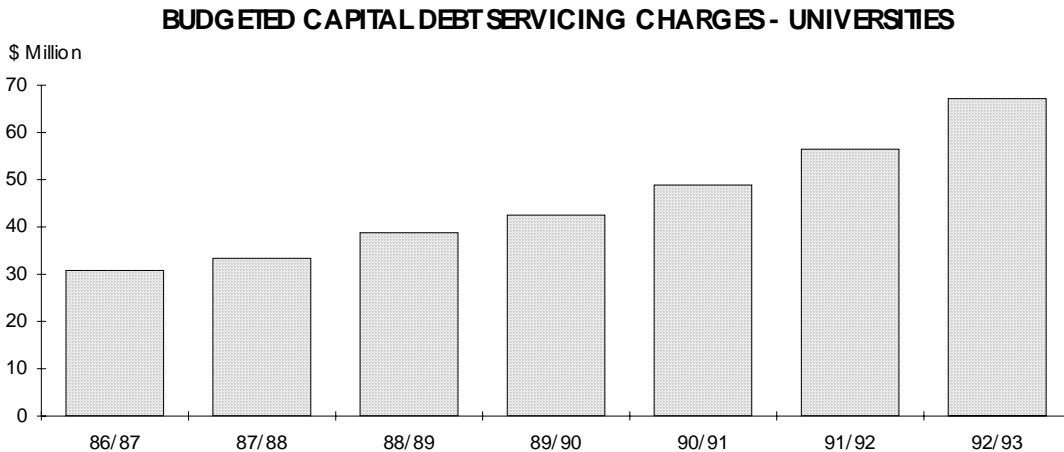
The complexity of the universities is shown by the different kinds and amounts of space required. Unlike the school system, classroom space only occupies a minor portion of the total space. Figure 18 below shows the distribution of the NASM by function.

FIGURE 18



New space is funded through twenty year capital debentures. The Ministry provides annual designated grants to the universities to cover the payments required to meet these debentures. Figure 19 below shows the increase in these payments since 1986/87.

FIGURE 19

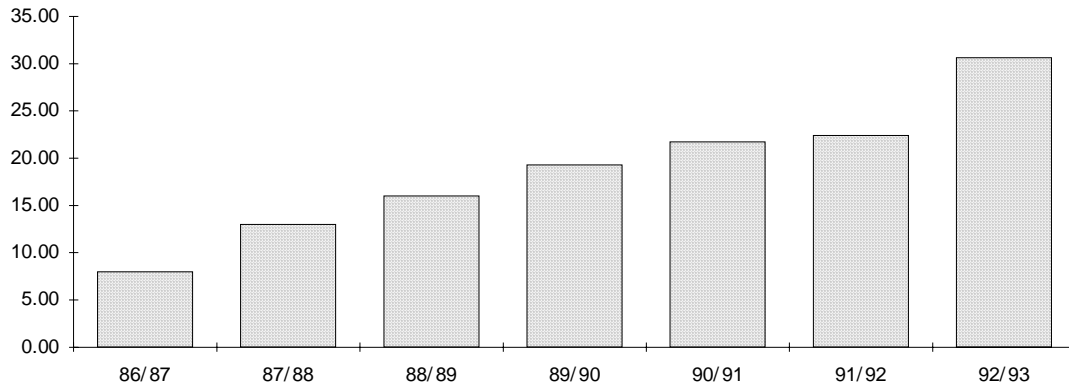


In addition to the debt servicing grants for new space, government provides designated funding for Minor Capital Projects. These funds are also funded through debentures. The funds are used to refurbish and renew space, make alterations of space to address new uses and to fund roadways and other public works projects. Minor Capital projects are those that do not exceed \$1.5 Million. Figure 20 below shows these grants to the universities since 1986/87. The grants have increased dramatically, as shown below, to bring them in line with annual requirements which have been determined through an analysis of the age and inventories of capital assets of the three established universities.

FIGURE 20

MINOR CAPITAL GRANTS - UNIVERSITIES

\$ Million



J. Continuing Education

The established universities extend access and opportunity for life-long learning through extension credit programs, distance education programs and professional development and liberal studies(non-credit programs that serve the part-time and non-traditional student). Enrolments for extension credit and distance education programs are included with the enrolments reported in the TUDBASE tables and those included in this report.

Counting students in non-credit courses, lecture series and conferences is a difficult exercise, so interpretation of the following numbers must recognize this difficulty. In 1991/92 about 3,200 non-credit courses, lecture series and conferences were organized and more than 158,000 students registered seeking career enhancement, career change and personal intellectual development. The universities received grants totaling approximately \$2.5 million in support of non-credit program development and implementation.

IV. Tables

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Table 3 - Full-time Equivalent Enrolments

Table 4 - Degrees Conferred by Discipline

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Table 15 - University Income by Fund

TABLE 1

NEW PROGRAMS REVIEWED UNDER THE NEW PROGRAM APPROVAL POLICY 1991-1992

<u>UNIVERSITY OF BRITISH COLUMBIA</u>	<u>Date</u>	
	<u>Submitted</u>	<u>Started</u>
Updates to 1992 Submission		
24.* Centre for Applied Ethics	Feb/92	Dec/91
25.* Entrepreneur & Venture Capital Research Centre	Feb/92	Jun/92
26.* Fisheries Centre	May/91	Apr/91
27.* Sustainable Development Research Institute	May/91	Mar/91
New Programs		
28. Bio-Resource Engineering - Ph.D.	Feb/92	on hold
29. Conservation, Rec. & Natural Areas Mgmt - B.Sc.	Feb/92	Sept/92
30. Freshwater Science - B.Sc. with Okanagan College	July/92	on hold
31. Juridical Science - J.S.D.	Feb/92	not determined
32. Rehabilitative Medicine - M.Sc.	May/92	Sept/93
<u>SIMON FRASER UNIVERSITY</u>		
Updates to 1992 Submission		
7. Arts - General Program(B.A.)	Feb/92	Sept/91
14. Science - General Program (B.Sc.)	Feb/92	Sept/91
New Programs		
17. Contemporary Arts - reorganization - B.F.A./B.A.	Feb/92	Sept/92
18. Latin American Studies - M.A.	May/92	Sept/92
19. Education - M.Ed. at University College of the Cariboo	July/92	Sept/92
20. Arts - B.A. at University College of the Fraser Valley	May/92	Sept/92
21.* Urban Studies - Certificate and Post Bacc. Diploma	Feb/92	Sept/92
22. Environmental Chemistry - Minor	Feb/92	Sept/92
23. First Nations Studies - Minor in Kamloops	Nov/92	Sept/92
<u>UNIVERSITY OF VICTORIA</u>		
New Programs		
17. Fine Arts at Okanagan College - B.A.	Mar/91	Sept/91
18.* Adult & Continuing Education - Certificate	Apr/92	Sept/92
19. Canadian Arts - Interdisciplinary Program - B.A.	Mar/92	Sept/92
20. Film Studies - Interdisciplinary Program - B.F.A.	Mar/92	Sept/92
21.* Centre for Humanities	Dec/92	July/91
22.* Centre for Advanced Materials	Dec/92	July/92

* Submissions for Information Only

APPENDIX A

TUDBASE TABLES

1. Previous Institution Attended
2. Distribution of Students by Sex
3. International Student Enrolments
4. Headcount Enrolment by Level and Status
5. Headcount Enrolment by Degree Program
6. Equivalent Enrolments Taught(EET) by Faculty
7. Equivalent Enrolments Taught by Session
8. Degrees Conferred
9. Annualized FTE Faculty by Faculty
10. Faculty Age Distribution
11. Direct Academic Expenditures by Faculty
12. EET by FTE Faculty by Faculty
13. Degrees Awarded by Discipline
14. Degrees Awarded by Faculty/School/Department
15. Inventory of Space and Planning Standards
16. Applications/Acceptances/Registrations
17. First-time First Year Headcounts by School District Last Attended
18. Annualized FTE and Weighted FTE Enrolments by Degree Program

APPENDIX C

Calendar

Fiscal year: 1 April to 31 March

Academic year:

- UBC:

The Academic Year(1 September - 31 August) is divided into Winter and Summer Sessions. The Winter Session Term 1 runs from September through December and Term 2 from January through April. The Summer Session Term 1 runs from early May through July and Term 2 runs for 6 weeks commencing in early July.

- SFU:

The Academic Year is divided into three semesters of equal length. The Fall Semester runs from September through December; the Spring Semester from January through April and the Summer Semester from May through August. In addition to the regular programming in the Summer Semester, programs are also run in an Intersession(May - June) and Summer Session(July - August).

- UVic:

The Academic Year(1 September - 31 August) is divided into the Winter Session and Summer Studies. The Winter Session first term runs from September through December and the second term from January through April. Summer Studies runs from may through August and there are multiple program start dates and durations.

Type of Courses

Credit:

Academic course(s) recognized for credit towards a university degree or other academic credential

Non-Credit:

Courses/seminars etc. undertaken for general interest and not for credit toward a university degree or other academic credential.

Enrolments associated with non-credit courses and Auditors in credit courses are not included in the TUDBASE Reports.

Level of Study

Undergraduate:

A student whose program of credit studies leads to an undergraduate bachelor or first professional degree or other undergraduate credential (diploma, certificate, license, etc.) or students who are not pursuing a credential who take these courses for credit.

Graduate:

A student with an undergraduate degree, registered with the Faculty of Graduate Studies, whose academic program leads to a masters or doctoral degree. Students who are admitted but with provisional standing(qualifying students) are classified as graduate students.

Course Credits

Units: are a measure of academic credit value assigned to a credit course in a sessional or term operation at UVic. A full undergraduate course lasting two terms generally represents 3 credit units, while a course offered for one term generally represents 1.5 credit units.

Credits: are a measure of academic credit value assigned to a credit course at UBC or SFU. A full undergraduate course lasting two sessions/semesters generally represents 6 credits, while a course offered for one session/semester generally represents 3 credits.

Enrolments

Headcount:

The number of individual students registered for study in a given session/semester. Undergraduate students registered in co-op work term placements are reported as full-time and students classified as "on leave" at SFU are reported as part-time but both groups have an FTE of zero. Graduate student registered in co-op work term placements are reported in headcount reports but are assigned an FTE of 1/3.

Full-time/Part-time

An undergraduate student who is enrolled for 12 or more units in a winter session(UVic) or 12 or more credits in a given session/semester(UBC/SFU) is defined as full-time. Students with less than this course load are defined as part-time.

For TUPC reporting purposes, a graduate student who is enrolled in only one course in a semester and is not working on his or her thesis, project or extended essay in that semester is counted as a part-time student in that semester. Other students, who are not on leave, are counted as full-time students.

Normal Full-time Course Load:

Is the standard number of credits/units required in a session/semester for normal progression in a degree program. For most undergraduate general degree programs in Arts & Sciences this represents 15 units or 30 credits per year. For certain programs and years within programs the number of credits or units may be more than the "normal" amount and it is this number which is to be used in calculating FTE.

Full-time Equivalent Enrolments(FTE):

FTEs are collected by program of study and provide a measure of total student enrolment by program.

For undergraduates, one FTE represents the equivalent of a normal full-time course load in a given session/semester. Units or credits taken by all students (both full and part-time) in a given program and year level are divided by the applicable full-time load to determine FTE enrolments.

The undergraduate total for each term/semester represents the sum of the calculated FTE of all programs and course levels.

For undergraduates, the "normal" academic year is two semesters. Thus on an annualized basis each term/semester FTE is the equivalent of 1/2 an annualized FTE. A student who enrolls in a "normal" course load for the three semesters in a year would generate 1.5 FTE.

For graduates(except co-op students on a work term), one FTE represents the equivalent of a normal full-time load in a given term/semester. Part-time student enrolments are divided by three to produce an FTE.

For graduates, the "normal" academic year is three terms/semesters, thus on an annualized basis the each term/semester FTE is the equivalent of 1/3 an annualized FTE.

Equivalent Enrolments Taught(EET):

EETs are collected by faculty and provide a measure of the instructional load provided by each Faculty. As students from different Faculties can be enrolled in the same course, FTEs do not permit comparisons of instructional services provided by each Faculty. As EETs, financial and faculty data are collected by faculty, permitting analysis regardless of program of study.

For undergraduates, one EET is a measure of the amount of instruction each academic unit provides for both its own students and for students majoring in other faculties. On a fiscal year basis, each undergraduate EET represents 15 units or 30 credits of instruction.

For graduates, one EET represents the instructional load associated with the equivalent of one FTE graduate student for the entire fiscal year.

Faculty

Full-time Faculty:

Are those reported to Statistics Canada as the headcount as of Oct.1 of those faculty members holding a full-time academic appointment at the university and may include both sessional (contractually limited) and regular (continuing) appointees. Faculty on paid or unpaid academic leave are included; visiting faculty are excluded.

Full-time Equivalent (FTE) Faculty:

Is the number of authorized continuing faculty positions (as included in the approved general purpose operating budgets or funded from Specific Purpose Funds provided by the Ministry for instruction) plus the full-time equivalency of the salary dollars budgeted for part-time, visiting and sessional positions. The divisor used to convert the dollars budgeted for other than regular positions is 60 percent of the average professorial salary (career ranks of full, associate and assistant professor).

Expenditures

Direct Academic Expenditures:

Represents the sum of those fiscal year expenditures of the various organizational units (Faculties/Schools) which are considered to be directly related to student instruction and research activities and include for all sessions/semesters in the fiscal year:

- salary, stipends and employment benefits of faculty and related support staff (e.g. technicians and secretaries)
- non-staff academic department costs (e.g. laboratory supplies)
- internal grants to faculty for travel and research assistance
- expenditures from Specific Purpose funded Chairs, and
- distance education, extra-sessional credit course expenditures are distributed back to the Faculties

This section of the report provides information on the previous year's activities and historical data. The latter are those reported to the Council for the common data base, TUDBASE.

CURRENT YEAR REPORTS

Table 1 - New Programs

The "New Degree Programs" that have been reviewed by the VPACCOMM using the New Program Approval Policies and Procedures in the past calendar year are reported in this table.

Table 2 - Fall Headcount by Enrolment Status

Fall Headcounts are snap-shot numbers. They are a picture of the number of students enrolled on a particular day.(Nov 1 at UBC & UVic: Oct 1 at SFU).

Tables 3.1 and 3.2 - Full-time Equivalent Enrolments

Full-time equivalent enrolments(FTE) are reported on an annual basis for each fiscal year (April 1 to March 31). Table 3.1 reports FTEs while Table 3.2 reports the Weighted Full-Time Equivalent Enrolments(WFTE). WFTEs are the product of the FTE and a set of degree program weights which are in some cases sensitive to level of studies. The weights represent some indication of the relative cost of educating students in these programs.

Table 4 - Degrees Conferred by Discipline

This table reports the baccalaureate, masters and doctoral degrees that were awarded by the three universities in the Academic Year.

Table 5 - Operating Grants

The provincial operating grants are reported by type and by university. General Purpose grants are those that are not designated for specific purposes and the universities are able to spend them to meet the instructional, non-sponsored research activities, academic and student services administration.

Table 6 - Research Awards by Source of Funds

The universities report the number and value of the peer reviewed competitive awards the faculty were able to win. These awards are classified as Sponsored Research Awards.

Table 7 - Space Inventory and Standards

The university space inventory is assembled using the definitions in the Ontario Council of University Affairs Building Blocks Report. This report also identifies the space standards that would be ideally required by the enrolment at each university. The space is reported in square meters by category and by age. It is inappropriate to compare each university's inventory and space planning standards without considering the age and quality of the current inventory.

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- Table 9 - Fall Headcount Enrolments
- Table 10 - Degrees Conferred
- Table 11 - Research Awards for B.C. Universities
- Table 12 - Provincial Operating Grants
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- Table 14 - University General Purpose Operating Expenditures
- Table 15 - University Income by Fund